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ABSTRACT

This annotated bibliography lists 99 entries of selected educational materials published in Pakistan during the period July through September 1975. Most of the materials are taken from Pakistani journals, newspapers, and government publications. They are arranged alphabetically by author within 26 categories: administration, organization, and financing of education; adult education; childhood education; curriculum; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; higher education; history of education; Islamic education; teaching of languages; libraries; literacy; medical education; philosophy of education; professional education; psychology; science education; teacher education; teaching methods and media; textbooks; women's education; general; and a special section on teachers. A writers' index concludes the bibliography. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 9 No.3, 1975

Period Covered
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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AFRIDI, Shakirullah. Directorate of Education for Frontier Regions --- Khyber Mail (Peshawar) July 2, 1975.

The Constitution of a separate Education Directorate for the Frontier Regions is a step in the right direction. The department had become so top-heavy that it was almost impossible for one director to effectively control both for the settled and the tribal areas. The foremost qualification the Director (Frontier Regions) is that he should be a professionally trained and a qualified man for the job. An untrained, un-qualified, and professionally deficient person would not deliver the goods. Only a professionally sound man of the highest caliber, fully conversant with the problems of the Frontier Regions can do justice to his job. The tribal belt is educationally very backward. The school teachers and the students both need guidance in their respective arts of teaching and learning.

2. AKHTAR, Noman. Admission Delays --- Pakistan Times (Lahore) September 25, 1975.

Delay in admissions to medical colleges in the Punjab has become a regular feature of the administration of education. Students and teachers have to remain idle for a long period of time, and later this loss is tried to be made up by rushing through the curriculum at the end of the year.

This year, the results of the intermediate examination were announced in July and August by the three Boards. Admission notices by the Engineering University and the College of Animal Husbandry have already appeared in the press, and applications for admission have been duly invited. Unfortunately, so far there is complete silence about the admissions to medical colleges.

3. DESOUSA, D'Ancy A. Education --- Dawn (Karachi) August 18, 1975.

The type of nationalization opted for contained two built-in snags that doomed the process almost from the start. The first is bureaucratic methods still obtaining in the Education Department. The second snag is in relation to teacher motivation. In the present

state of our society, power is sought and valued more than any other virtue. When in the new set up, the Principal of a school or college was transformed into a nonentity, most of the teachers sat back and began to enjoy their new-found freedom to do as they liked.

Our planners must discard time-worn concepts and evolve new ones to meet the needs of the day. This flexibility must be exercised not only with regard to the schools recently taken over from private hands, but also vis-a-vis the Government schools.

4. ELLAHI, A.M. Schools --- Dawn (Karachi) August 14, 1975.

One of the main problems facing the people of Karachi is how to secure admission to schools for their children. There are over 50 colleges and thousands of schools here. Most of them have been nationalized. Conditions in nearly all the schools defy description. There is over crowding of students in every class, dearth of teachers, and inadequate furniture and library facilities.

To improve conditions in Karachi's schools, the Government should appoint a separate accounts staff to collect fees, limit 33 students to every section, and divide one school into two or more as required.

5. KHILNANI. Taken over Schools --- Khyber Mail (Peshawar) September 28, 1975.

The Government has undoubtedly taken over the schools to run them with the best motives and in the best interests of education. From what appears in the newspapers about the schools, we find that after the take over: 1) the standard of education has gone down, 2) seating arrangements in schools have worsened, 3) salaries are paid to the teachers at irregular intervals, and 4) the management of schools has become unweildy for the Government. The matter, therefore, requires a thorough enquiry. In the meantime, good many schools should be handed over to the private agencies that managed them before the take over.

6. NASRULLAH, Nusrat. Teaching Suffers for Lack of Space in Schools --- Morning News (Karachi) September 27, 1975.

The problem of admission to schools in Karachi has become summer ritual. The Director of Education, Karachi, comes out with long

lists of schools in Karachi that have enough accommodation for all. But no one likes to send his wards to these schools. The reason is obvious. These schools having nothing save a frustrated teaching staff. Hence the rush to good schools.

The result is that good schools are becoming overcrowded, and the standards of teaching and descipline are gradually falling. The pupil-teacher ratio in a class-room is rising dangerously, and the teachers are extremely unhappy with the congested class-room they have to teach in. It is becoming impossible for them to pay personal attention to every studont.

7. NASRULLAH, Nusrat. IntermediateExam Certificate --- Morning News (Karachi) September 20, 1975.

Shocking stories of the sale of intermediate examination certificates are afloat these days. The Board of Intermediate Education is reported to be seriously trying to probe the scandal. What the Education Department has done in respect of the local Board is unknown. The mess in the organization is growing steadily and affecting academic standards.

Before the bifurcation of the Board of Intermediate and Secondary Education, one for secondary education and the other for intermediate education, there existed a similar mess. Now it seems to have grown manifold. The sooner it is attended to, the better, not only for the Board itself but also for the students whose academic standards are rapidly falling.

8. QAMAR, Shakeel. Matric Third Division Ka Mas'ala (Problem of Third Division in Matric) --- Nawai Waqt (Lahore) September 16, 1975 (U).

The Department of Education, Punjab, has recently informed the Principals of all colleges through a Circular that no student who has secured third division in the Secondary School Certificate Examination should be admitted to any college. This directive will take effect immediately. Whatever the nobler motives behind this decision, the fact remains that about 40 per cent of the students who come in this category belong to poor families who have little to spare for the education of their wards.

Third divisioners should not be punished for this state of affairs which is the direct result of the defective system of our education. The government should withdraw this decision immediately.

9. SHIRAZI, Ghazanfar Abbas. Third Divisioners --- Pakistan Times (Lahore) August 6, 1975.

The Punjab Government has recently debarred third division matriculates from admission to F.A./F.Sc. classes. This step militates against all norms of justice and equity and amounts to an unwarranted restriction on one's basic right to acquire higher education. There are many instances where third-class matriculates have shown marked improvement in educational progress after getting into a college, and not a few have secured first division in F.A./F.Sc. At present there is no curb on third division F.A./F.Sc., B.A./B.Sc. students getting admission to higher classes. It is strange that the ban has been placed only on third division matriculates. The Government should consider abolishing the third division altogether.

ADULT EDUCATION

10. ZAMAN, Rafiuz. Ta'aleem-e-Balighan (Adult Education) --- Nawai Waqt (Lahore) August 17, 1975 (U).

There are certain problems other than administrative difficulties, that have to be solved before the teachers can be trained to help in making the adult education program a success. In the first place, the number of teachers should be high enough to be of practical use. Secondly, suitable trainers will have to be put on the job of training these teachers. It is impossible to achieve the objectives of adult education without a large number of trainers and a still larger number of teachers to be trained. Television can be used with advantage for the purpose. It is a powerful and effective medium for the training of teachers. The government should launch a comprehensive program on television for adult education.

CHILDHOOD EDUCATION

11. AWAN, Malik Mohammed Asghar. Bachchey Aur Waledain (Parents and Children) --- In: Qaumi Ta'aleem 1974-75, 39-41. Karachi, Government College of Education. 1975 (U).

A child starts going to school when he is five or six years old. Before this, he gets his training and education from his parents, especially his mother. This is the formative phase, and the child learns whatever comes his way. His habits, his behavior, and his thinking pattern develop according to his home environment.

The responsibility of the parents continues even after the child starts going to school. They have to keep a close watch on how their child develops his habits and behavior. The training and education of the child are not an easy task, and the slightest neglect at this stage will have a permanent effect on him.

CURRICULUM

12. MIRZA, Wasim Beg. Nizam-e-Ta'aleem (System of Education) --- Nawai Waqt (Lahore) July 13, 1975 (U).

The standard of education has fallen because those who have been assigned the responsibility of preparing the curriculum, are not discharging their duties properly. They seem to proceed with the work of preparing the curriculum without keeping in mind the mental level and the requirements of the students. The syllabi for primary, secondary, and higher secondary schools, and colleges are all carelessly prepared. These conditions have adversely affected the studies of the students and their performance in the examinations. All curricula should, therefore, be prepared by experienced educationists.

EDUCATION GOALS

13. ARSHAD, Qari Allahwasaya. Pakistan Mein Ta'aleem (Education in Pakistan) --- In: Qaumi Ta'aleem 1974-75, 24-29. Karachi, Government College of Education. 1975 (U).

Education plays an important role in the betterment of society. Education is a very important ingredient of social development, and no society can dream of progress without first realizing the

importance of education. In the present scientific age, education has become a criterion of a country's progress.

Pakistan was created in the name of Islam and for upholding its principles. Education is the foundation of Paki tani society. All governments repeatedly attempted to introduce the Islamic system of education in the country. The present government has introduced far-reaching changes in the educational setup of the country and is trying its best to achieve the Islamic ideals of healthy society through education. But, in spite of this, the standard of education is falling. The causes of the fall and a few remedial measures are suggested.

14. FATMA, Nusrat. Ta'aleem Aur Saqafati Warsa (Education and Cultural Inheritance) --- In: Qaumi Ta'aleem 1974-75, 70-73. Karachi, Government College of Education. 1975 (U).

Broadly speaking, education includes the training acquired at home, at school in society, and on the playground. The education we get at school is called formal education, and what we learn outside school is called informal education. Culture plays an important role in building up the personality of the child. Education is the best way of transmitting culture from one generation to the other. In other words, education keeps up the continuity of our culture.

Culture is transmitted not only from generation to generation, but also from place to place and from nation to nation. It is through education that this transmission takes place. A country's system of education reflects the culture of that country. Hence the need for a suitable system of education.

15. HAMID, Abdul. Our Education, Yesterday, Today and Tomorrow --- Pakistan Times (Lahore) August 8, 1975.

Our education system is not the growth of our own experience. Its essential features were imported from Britain in the 19th century. The system, however, drifted from the prototype and developed complexes of its own. More attention was paid to higher learning, and mass education was neglected. It ignored the social and economic conditions of a predominantly agricultural land and assumed, a highly urban bias. All this has been realized by our policy-makers in the field of education for the

last 28 years.

Good general education should be available within the country. Specialization is a different matter that requires international cooperation. Our education has still to make itself felt as a force for national integration. This involves radical changes in the education of humanities and social science. Subjects like Political Science and Economics at the College and University stage have continued to be taught with the help of 'standard' books produced in England and America. This does not help the student to gain a realistic view of his own environment and problems.

16. JUNAID, Shahwar Students and National System --- Pakistan Times (Lahore), September 14, 1975.

Education systems are built around the type of politico-economic future, the leaders of the country envisage for it. It has been noticed that certain education systems are geared to encourage the upsurge of independent and progressive thought, critical ability, and initiative. Such systems generally reward their possessors with qualities that promote the growth of new political leadership.

Other systems are directed toward producing good technocrats and beaurocrats who serve the political leadership. Still other systems are designed to instil the habit of unquestioning obedience and loyalty to duty, which turn out good followers and good soldiers.

The recognition of excellence in academic or extra-curricular activity also curbs any tendency toward political activism. Unless unusually mature, the academically bright student in countries like Pakistan concentrates on his studies, the sportsman concentrates on sports, and the burgeoning artist on art. Student activist tendencies can be directed toward achieving corporate national goals and should be considered a legitimate part of the education process.

17. QURESHI, Shafiqullah. Hamari Ta'aleem Aur Islami Zindegi (Our Education and Islamic Way of Life) --- In: Qaumi Ta'aleem 1974-75, 180-181. Karachi, Government College of Education. 1975 (U).

If we follow the teachings of Islam, and mould our lives in accordance with the teaching of the Holy Quran and Sunnah, we can

attain peace and prosperity in our worldly life. However, when we compare our present system of education with the teachings of Islam, we find a great difference between the two. The present-day education is producing Westernized youngmen, that is, men with the same values and traditions of life prevalent in the Western countries.

The responsibility for this sort of education lies on the parents who take pride in their children when they copy the foreign culture. The present system of education is misleading and distracting the youth from the path of Islam. They are heading toward destruction by following Western education.

18. REHMAN, Mohammed Abdur. Nizam-e-Ta'aleem Aur Nazariyae Pakistan (System of Education and Ideology of Pakistan) --- In: Qaumi Ta'aleem 1974-75, 30-31. Karachi, Government College of Education. 1975 (U).

The responsibility of all the present ills in the society can be traced to the educational setup we inherited from the British. Instead of making us a decent lot of citizens, the present education is turning us into cheats and tricksters. It is high time we drastically change the present system of education. We have to develop a system of education in accordance with our own concepts of Islamic values and traditions and for this purpose change every thing such as syllabi, methods, aims, etc. The present contradiction between the values we profess and the stuff we teach in schools should come to an end.

The example of Russia is quoted where education is colored with the ideology followed there. We should also mould our education according to the Islamic values and traditions.

19. SHAH, Munser Ahmed. Tarbiyat-e-Ikhlaq (Moral Training) --- In: Qaumi Ta'aleem 1974-75, 157-159. Karachi, Government College of Education. 1975 (U).

A country's development depends upon the moral conditions of its people. An individuals character depends on his habits, his habits depend on his actions, and his actions in their turn depend on his education and training. Therefore, students should be taught good morals from the beginning. Moral training depends on mental and physical training. It is the mind and the body together that reflect morals.

EDUCATION PLANNING

20. ABIDI, Shehnaz. Moujuda Dour Mein Fanni Tarbiyat Ki Zarurat (Need for Professional Training in Modern Times) --- In: Loh-o-Qalam 1973-74, 56-58. Karachi, Jamia Millia Government Teachers College, Malir, 1974 (U).

Harnessing of their manpower is the basic problem of developing nations. Pakistan is a developing nation which is making efforts to harness its manpower through a changed pattern of education. This change has produced some useful results, but more can be achieved with greater attention and seriousness of purpose.

Mention is made of the efforts of the developed nations in this direction showing how remarkable results can be achieved by correct planning. Pakistan is an agricultural country and is striving for industrial progress. The need of the day is a change in the educational pattern. This is possible only when due emphasis is laid on professional education in the field of agriculture and industry.

21. HUSAIN, Afzal. Mayooskun Imtehani Nata'ej (Discouraging Results in Examinations) --- Nawai Waqt (Lahore) August 27, 1975 (U).

For the last few years the percentage of failures in the matric and B.A. examinations has been continuously on the increase. This is a dangerous trend and should be controlled immediately. According to the present practice, every student temperamentally fit or not, is sent up for higher education.

The situation is different in the United States, where the aptitude of the students aspiring for higher education is tested before they are allowed to join the institutions of higher education. Those who are not found fit for higher education are sent to factories for technical training. In Pakistan no such arrangements exist.

22. JARCHVI, Asifa Rizvi. Pakistan Mein Ta'aleem Kay Masail (Problems of Education in Pakistan) --- In: Qaumi Ta'aleem 1974-75, 34-36. Karachi, Government College of Education. 1975 (U).

The percentage of literacy is about 9½ in Pakistan. It is increasing at an annual rate of 2½ to 3 per cent. And against

this, the percentage of population is increasing 3 to 3 3/4 % annually. Thus, taken as a whole our percentage of literacy is actually decreasing annually. One of the big problems of our education is the system of education itself. The present system does not cater to our needs and requirements.

It is said that teachers are the architects of a nation. Unfortunately, most of our teachers are untrained, and even those who are trained conveniently forget what they have learnt as soon as they finish their training. Most of our problems can be solved by creating a board of educationists to chalk out well co-ordinated educational schemes suited our present-day needs and fulfilling the demands of the present scientific age.

EDUCATION REFORMS

23. MUSHTAQ, Najma. Asateza Aur Mea'ar-e-Ta'aleem (Teachers and Standard of Education) --- In: Qaumi Ta'aleem 1974-75, 42-43. Karachi, Government College of Education. 1975 (U).

The previous governments paid little attention to the educational needs of the country. All educational activities were limited to cities and to the moneyed people. The present government is trying hard to carry education to every nook and corner of the country and make it available to one and all.

The aim of the new education policy is to make the entire population literate. Special attention is being paid to agricultural and technical education. But all these efforts are bound to fail if our teachers are not sincere to their work. The lack of interest on the part of the teachers as well as the students has done much to bring down the standard of education. The writer has given certain suggestions for the improving the present standard of education.

ELEMENTARY AND SECONDARY EDUCATION

24. HANIF, M. Basic Defects Not Removed --- Dawn (Karachi) August 9, 1975.

If the quality of secondary education is poor, it cannot serve as an effective base for comprehensive and diversified education at the Intermediate level. The content of secondary education in

Pakistan was affected by two innovations introduced in the early 60's on the recommendation of the Sharif Commission. The first was the division of students into Specialized and Arts groups at the pre-matric stage. Instead of producing the wonderful results attributed to it, this system narrowed down the perspectives of secondary education and in the absence of Mathematics, Physics and Chemistry, made the curriculum for Arts group purposeless.

The second change was introduction of lighter and hybrid subjects in the curriculum. Experience shows that hybrid subjects can give only peripheral knowledge of the subjects included in the curriculum. Textbooks once prescribed are rarely changed, and paper setters have to repeat the questions on the contents of the books. This leads to growth in the number of guides and digests, which eventually displace the prescribed books.

25. HANIF, M. Faulty Grouping of Students --- Dawn (Karachi) August 10, 1975.

One of the basic aims of modern educational planning is to maximize the return from investment in human capital. And for better return, better education is needed and not more education.

Any scheme of educational reforms, must therefore, begin at secondary and lower stages. Considering the drawbacks of secondary education. The following measures should be taken to bring about an overall improvement in secondary education:
1) The present system of dividing the students into various groups at the end of class VIII should be done away with, because such division is not conductive to subsequent higher education and specialization. Lighter and hybrid subjects should be replaced by "full-blooded" subjects.

26. HUSAIN, Syed Intezar. Sanuvi Ta'aleem Ka Jaiza (A study of Secondary Education) --- In: Qaumi Ta'aleem 1974-75, 93-97. Karachi, Government College of Education. 1975 (U).

Secondary education is the stage midway between primary and higher education. For majority of our students it is the final stage of their studies, so it is the most important phase of education. The secondary stage of education determines the quality of the product.

Special features of secondary education are briefly mentioned, and suggestions are presented for the reform of the present secondary education. Mention is made of the recommendations of the Sharif Commission on secondary education. These recommendations are categorized as under: 1) aims; 2) administration of schools; 3) review of comprehensive schools; 4) administration of secondary schools; and 5) curriculum of secondary education.

27. RAHMAN, Khalilur. Ibtedai 'Ta'aleem (Primary Education) --- Hurriyat (Karachi) September 25, 1975 (U).

The assurance given by the government about the promotion of primary education is welcome. Primary education forms the basis of all higher education.

It is unfortunate that previous governments never paid much attention to the question of primary education. It was expected that with the introduction of education reforms by the present government matters would improve, but the results of past three years have belied this expectation. Primary education has, of course, become free, but the standard of teaching shows no improvement. The only way to improve this standard is to sift out all untrained or semi-trained teachers from these institutions and appoint trained staff in their place.

EXAMINATIONS

28. ADIL, Imdad Husain, Cheating in Exams --- Khyber Mail (Peshawar) July 8, 1975.

The trend of cheating in examinations is increasing fast, and if it is allowed to continue, the result will be disastrous. It is a fact that the way of conducting examinations in our country is very old and full of absurdities. In other countries, like the U.S.A., the U.K., and France, the system of examination in itself inhibits cheating. Unfortunately, in our country examination and cheating go together.

It is proposed that instead of lecturers and teachers, people from outside the Education Department should be appointed to supervisory jobs. This practice will minimize the channels of examinees' cheating in the examination hall with the passive or active help

of the teachers.

29. AHMAD, Nasim. Mayooskun Imtehani Nataej (Biscouraging Results in Examinations) --- Nawai Waqt (Lahore) September 10, 1975 (U).

Last year when the B.A. examinations were held, courses of study were not completed in most of the educational institutions. In these circumstances, good results cannot be expected from the students. Of course, there are teachers who discharge their duties with devotion and honesty. But it cannot be denied that majority of them do not even bother to put in an appearance in the class. In these circumstances, it is illogical to ask the students to appear in the examination and to expect them to come off with flying colors.

No improvement in pass percentage and standard of education is possible until the teachers change their attitude to their profession and devote themselves to their assigned duties.

30. AWAN, Fayyaz Ahmad. Semester System --- Pakistan Times (Lahore) September 4, 1975.

In order to make the newly introduced semester system effective and popular, the Government should stop teachers and professors from seeking private tuitions. This practice acts to the disadvantage of the intelligent students.

This system is losing its effectiveness and utility in polytechnic institutions or technical colleges where this system was introduced some time back. The polytechnic instructors have lost interest in teaching, because the students do their best to avoid tests. All test and house examinations should be held according to a strict schedule when the semester system is introduced.

31. BATALVI, Ihsan. Past Meaar-e-Ta'aleem (Low Standard of Education) --- Nawai Waqt (Lahore) September 25, 1975 (U).

The semester system, which is to start in the University this year, is undoubtedly a step in the right direction. But how far it would be successful in this country is yet to be seen.

It may be recalled that some eight years age, college teachers

were authorised to allot additional 25% marks to the deserving students on the basis of the annual examinations but the concession was misused by most of the teachers. As a result, the undeserving students got through the college examinations, but failed to get even 33% of the marks in the university examinations. It is suggested that in order to make the semester system a success the teachers should be given refresher courses on honesty, sense of duty, and hardwork.

32. HAMID, Abdul. The Semester System --- Pakistan Times (Lahore) July 31, 1975.

The semester system is about to be introduced in the university of the Punjab at the M.A. level. This is probably the most significant reform in the field of post-graduate education since independence. The semester system requires more teachers, larger space for classes and seminars, and extensive library facilities, at present.

The semester system makes heavy demands on teachers and students alike. The frequency and rigour of its examinations are the key to the success of the new system. Every test counts towards the determination of the student's ultimate performance. This inevitably involves prompt and accurate keeping of records. The semester system has no place for the easy-going teacher. Its central feature is 'internal assessment', so called. The class teacher replaces the external examiner. He is the final authority in grading his students, and there is no appeal against his award. A teacher who fears to annoy his students in discharge of his duties independently and impartially will ruin the semester system.

33. ZUBERI, N.A. Semester System Aur Badintezamian (Semester System and Malpractices) --- Hurriyat (Karachi) September 20, 1975 (U).

According to the rules adopted in 1974, the students who could not get admission to the first semester for some reason or another, were allowed to join the second semester. This was designed to save one precious year of the students. But this provision was deleted from new rules framed in 1975.

With effect from April 28, 1975, a new semester was started for the first year students of M.A. and M.Sc., and the courses that could not be completed during the four months of a semester, were

to be taught on emergency basis in two and a half months. The tendency to cheat in examinations has doubled since the introduction of the semester system. Because of the paucity of staff in the university, the number of invegilators has gone down and the chances for the students to cheat have increased.

HIGHER EDUCATION

34. KHALIQ, Abdul. University Mein Dakhley Ka Naya Nizam (New System of Admission in the University) --- Nawai Waqt (Lahore) September 10, 1975 (U).

New admissions have always been a problem in the educational institutions of our country. The university has again changed the system of admission. According to the previous system, the students seeking admission to the University were required to undergo an aptitude test and interview, irrespective of the division they had gained. The new program, has done away with the aptitude test, as well as the interview. Admission to different degree courses will now be given on the basis of the scales of special marks obtained in the examinations. It has also been decided that the students who have completed the age of 26 years will not be admitted, and admission will be restricted only to those who have passed the B.A. examination in 1974. The procedure will open the door for new candidates, but it is rather illogical to shut it on those who have passed the age of 26.

35. MALIK, Ikram Ali. Our Universities Lack Research Facilities --- Pakistan Times (Lahore) July 6, 1975.

Our universities have not yet been able to create suitable conditions for the encouragement of creative thinking and productive research work. The administration is run by unsympathetic bureacrat and cold rules, usually interpreted against the interests of teachers. The conditions of work, including the work load, also need radical revision.

In our universities, teachers, especially the younger and inexperienced ones, are required to teach three to four papers and deliver four to five lectures for each paper per week. If one has to do full justice to ones work, one simply cannot find time or energy to do any sort of research work. The result is that the teachers attend to their work in a half-hearted way.

They have some times been found to publish chapters of their theses to give an impression of additional research work, and have succeeded in some universities in gaining promotions.

36. RAHMAN, Hafiz Abdur. Statistics --- Pakistan Times (Lahore) September 5, 1975.

The establishment of the University of Islamabad has opened a new avenue for higher education for the people of Pakistan. The new University is setting new standards for other universities to follow. Nearly all the science subjects have been introduced in the University at post-graduate level. However, a recent handout of the University says that the new and vitally important science of Statistics has not so far been introduced. It was generally believed that the University was actively considering introducing Statistics during the current year. The reason for dropping the subject from the curriculum are best known to the University authorities. But certainly it is not the prohibitive cost of equipment required for the purpose. There is also no dearth of suitable professors in the country.

37. RIZWAN, Mohammed. Pharmacy Ka Mas'ala (The Problem of Pharmacy) --- Jang (Karachi) July 4, 1975 (U).

The problem of admission to the department of Pharmacy has remained unsolved for the last few months. Before the department was raised to the status of a Faculty, the number of seats in it was 300, but this year the number has gone down to 156. Of these, 70 vacated their seats because, being first divisioners, they got admitted to medical colleges. This means that 70 more students could be accommodated in the Faculty of Pharmacy to complete the quoth of 156. This was not done. It was said that paucity of fund did not permit the department of Pharmacy to accommodate more students. But now that the total annual and special grants have been raised to two million rupees, there is no justification for limiting admission on the pretext of meager finances.

HISTORY OF EDUCATION

38. ANGAIZ, Meher. Qaumon Ki Baqa Ta'aleem Say Hai (Nations' Exists Because of Education) --- In: Loh-o-Qalam 1973-74, 59-62.

Karachi, Jamia Millia Government Teachers College, Malir. 1974 (U).

The downfall of the Mughal Empire left the Muslims of the subcontinent a broken nation with nothing to look forward to. All they had was the memory of their past glory under the shelter of which they sought slumber. At this stage, Sir Syed Ahmed Khan came forward and brought about the renaissance of the Muslim of this subcontinent. He knew that the fate of Muslims could be changed only through education, and to this end he directed all his energies.

In spite of great hardships and opposition, Sir Syed at last succeeded in establishing a monumental institution of higher education, which paved the way for modern Muslim education. The Aligarh Muslim University, as it came to be known, became the seat of Muslim learning and education and paved the way for the establishment of a new homeland for the Muslims.

39. KHAN, Mohammed Ahmad. Isparta Aur Athens Ka Nizam-e-Ta'aleem (Education System of Sparta and Athens) --- In: Qaumi Ta'aleem 1974-75, 87-89. Karachi, Government College of Education. 1975 (U).

The land of ancient Greece produced great philosophers, like Socrates, Plato, and Aristotle, who were greatly concerned with the education of their people. The Greek education system of those days was of two kind, one for Sparta, and the other for Athens, the two most important cities of the ancient world.

The basic aim of education in Sparta was to give military training to its citizens for the defence of the state. As against Sparta, the Athens' system of education prepared its citizens both for war and peace. The main emphasis, however, was on liberal education. Both the systems are briefly discussed with their salient features.

ISLAMIC EDUCATION

40. KHAN, Qari Mohammed. Islam Aur Iktesab-e-Uloom (Islam and Acquisition of Knowledge) --- In: Qaumi Ta'aleem 1974-75, 111-115. Karachi, Government College of Education. 1975 (U).

Acquisition of knowledge is of supreme importance in Islam. Masjid-e-Nabavi was the first Islamic educational institution

in the early days of Islam, and it was here that the Holy Prophet acted as a teacher and guide. Even today, mosques are being used as schools in the entire Islamic world.

It was the teaching of the Holy Prophet which created the spirit of learning and high thinking among Muslims. According to him "to give education to a child is better than to give him emeralds". The importance of education was repeatedly emphasized by the Prophet. During the reign of early Caliphs education spread fast and wide. This spread of education produced great scholars like Musa Khwarzami, Ibne Zakaria, Al-Beruni, Jabir Bin Hayyan, Ibne Rushd, etc.

LANGUAGES, TEACHING OF

41. ADEEB, Maher Ali. Students' Failure --- SUN (Karachi) July 14, 1975.

Every year in our country thousands of students fail in one or the other examinations which is indeed a great national loss. The most striking feature of the examination results is that the majority of students from the primary to the highest levels fail in English. The reasons are: 1) in almost all of our educational institutions maximum emphasis is laid on reading books and the least on written work. The result is that because of lack of practice, very few students, good and bad alike, are capable of expressing themselves in a simple, correct and coherent manner.

In almost all the language examinations two types of question papers are set: one, i.e., paper A, bearing on prescribed books, and the other paper, general in nature. The aim of the former type of question paper is to see whether or not the student has acquired the necessary ability of grasping and retaining in his memory the various books prescribed for him while the purpose of the latter kind of paper is to judge the creative ability of the student.

42. AHMAD, Sultan M. Angrezi Zaria-e-Ta'aleem (English as Medium of Instruction) --- Nawai Waqt (Lahore) August 16, 1975 (U).

It would be wrong to underestimate the importance of English as lingua franca. A look at the present syllabus of English from

the elementary to the higher classes leads one to the conclusion that any student with a sharp enough memory can easily get through the examinations. This poor grounding confronts the students with tremendous difficulties in their practical life in the future. They cannot express themselves in simple coherent English.

It is, therefore, of urgent importance to bring about radical changes in the present syllabus of English. The method of teaching also needs basic changes. Teaching of grammer is, of course, very important, but instead of teaching the abstruse rules of grammar, we should lay more emphasis on teaching them by practice. In other words, scientific and modern methods should be adopted to teach this international language.

43. ALI, Meer Wasif. Arabi Ko Lazmi Mazmoon Qarar Diya Jave (Arabic should be Made Compulsory) --- Jang (Karachi) July 20, 1975 (U).

Besides being the language of our religion, Arabic has become an important language in the fields of trade, science, and employment. The day is not far off when it will become one of the major languages for the purposes of science and technology. The government should, therefore, introduce Arabic as one of the compulsory subjects right from primary to higher secondary stages. At present, Arabic is one of the optional languages, and very few students care to learn it. It should be made one of the compulsory subjects sooner or later.

LIBRARIES

44. GARIWAL, Sher Mohamad. Pakistan Mein Librarion Ki Khastahali (Deplorable Condition of Libraries in Pakistan) --- Nawai Waqt (Lahore) September 10, 1975 (U).

The importance and utility of libraries in the life of a developing nation is obvious. To begin with, we need a model library on national level, where all kinds of facilities and materials are available, especially those relating to the Pakistan Movement.

The Government should first reform the management and administration of the libraries. The people working in the libraries

should be provided with better incentives for work. Facilities for modern research are of supreme importance in our country. All scholars engaged in research work need good libraries, and those institutions should be provided with micro films, projectors, and other necessary material. Arrangements should be made to preserve and protect old manuscripts.

45. USMANI, Adil. Academic Libraries --- In: Resume And Recommendations - National Seminar on Library Development in Pakistan, 31-37. Karachi, Society for the Promotion and Improvement of Libraries. 1975.

The library is recognized as the heart of educational institutions. There are no two opinions about the importance of the role of libraries in the educational and research program of any kind. It is also a fact that the conditions of academic libraries in Pakistan are far from satisfactory.

The seminar discussed ways and means of improving the conditions of academic libraries in the country. Certain basic essentials of a good library for academic institutions were determined, and the following factors were considered in this connection: 1) resources for instruction, research, and extension; 2) competent library staff; 3) suitable accommodation and proper equipment; 4) organization of materials; 5) development of services; and 6) adequate financial support.

46. USMANI, Adil. Public Libraries --- In: Resume And Recommendations - National Seminar on Library Development in Pakistan, 25-27. Karachi, Society for the Promotion and Improvement of Libraries. 1975.

The public library is an institution that provides books and services to the entire community. In Pakistan the most neglected area in the field of library development is public library.

The report of the seminar focussed its attention on the improvement of public libraries and discussed the following points: 1) government policy announcement in the new education policy for establishment of fifty thousand people-oriented public libraries; 2) the infra-structure of the system of public libraries; 3) the coordination of public libraries with other agencies of social welfare; 4) integration of public

libraries with the adult education program; 5) role of public libraries in the program of People's Open University; 6) the school and public libraries; 7) public library resources; 8) public library services; and 9) public library personnel.

47. USMANI, Adil. Special Libraries --- In: Resume And Recommendations - National Seminar on Library Development in Pakistan, 28-31. Karachi, Society for the Promotion and Improvement of Libraries. 1975.

We are passing through the explosion of knowledge and ideas and this explosion has let loose a flood of publications. To keep abreast with modern knowledge, we require well stocked special libraries in every field of knowledge.

The seminar discussed the problems and prospects of special libraries. The important points discussed are: 1) the need for the centralized direction, planning, and coordination of the development of special libraries; 2) centralization of the process of acquisition and distribution of foreign literature, particularly the periodicals; 3) present and future arrangements for the education and training in the work of special libraries; 4) the question of establishing special libraries at national level; 5) preparation and maintenance of union catalogues in certain subject areas; 6) specialized service for research scholars; 7) indexing of periodicals; 8) preservation of materials; and 9) photo-duplicating devices.

LITERACY

48. ALI, Abid. Better Education at Lesser Cost --- Morning News (Karachi) September 25, 1975.

Regrettable though the time lag in the attainment of the targets of compulsory universal elementary education and universal literacy is, the possibility of higher education receiving less than its share of attention is painful. The higher education sector is eating away a large chunk of allocations for

education at the expense of the school education sector and universal literacy program. We cannot do without a "continuous supply of highly trained persons capable of providing imaginative and creative leadership in the various spheres of national activity". Another object that has to be vigorously pursued is the fixation of targets in every field of higher education. The targets and training programs have to be tailored to the projection of job opportunities. This cannot be done without reliable statistics.

49. MEENAI, S.A. Universal Literacy --- Dawn (Karachi) August 1, 1975.

The news is disturbing that of the 68,900 children seeking admission to Class 1 in primary schools of Karachi, only 65,900 will be admitted. It is also understood that the education authorities of Sind do not propose to accommodate the remaining 3,900 pupils by opening new schools in the city this year. This state of affairs brings into sharp focus the problem of illiteracy and the manner in which the Government is coping with it. In Pakistan the percentage of literacy has remained constant at around 15 since 1947.

The problem here is the insufficient realization of the importance of literacy in the matter of creating social and political consciousness among the masses, which is essential for the successful working of democracy, and for raising the level of productive techniques. As a result, we have so far failed to prove equal to the task of universalizing education. What is, however, required in Pakistan is serious determination and effort on the part of the Government for the eradication of illiteracy.

MEDICAL EDUCATION

50. MALIK, Bashir A. New Medical Colleges --- Pakistan Times (Lahore) July 5, 1975.

The Government has done well to liberalize medical education by opening new medical colleges during the last three years. In the Punjab alone, three new colleges have been established. Besides, more seats have been provided in the existing ones. Thus, the number of seats has risen from 488 to 1832.

However, the new medical colleges have been set up in borrowed buildings, and no plans have been made for constructing new colleges buildings or hostels in the near future. There is an acute shortage of teaching staff, equipment, and laboratories. The standard of medical education is on the decline even in old medical institutions.

The deficiency in teaching staff can be met by recruiting the doctors coming out of post-graduate medical institutions of Pakistan or by the highly qualified Pakistani doctors now serving abroad.

51. MOHAMMAD, Pir. Reserved Quota in Medical Colleges --- Morning News (Karachi) September 2, 1975.

Recently some seats were reserved for doctors' children in medical colleges. The quota was further categorized and the first preference was given to the children of doctors in Government service. The children of general practisioners have been assigned the last priority. This practice ended up in the anomaly that the children of Government servants securing 40 per cent marks were admitted to medical colleges, while the children of general practitioners securing 50 per cent marks were left out. This is unjust and unfair to general practitioners who form the majority of doctors practising in the country.

52. RAMAZAN, Mohammad. Mulk Mein Medikal Technology Ki Ta'aleem (Teaching of Medical Technology in the Country) --- Nawai Waqt (Lahore) July 30, 1975 (U).

It is all to the good that the Government had decided to establish more medical colleges in the country to provide

admission to as many students as possible. But unfortunately the teaching of medical technology seems to have been ignored. The importance of this subject is not generally realized. We have had no such thing as medical technology in the country and no laboratory for standard diognosis. A school of Medical Technology has been recently opened in Islamabad to impart one and a half year's training in this subject to a few matriculates. The Jinnah Post Graduate Medical Center in Karachi has also started a course in B.Sc. medical technology.

53. SHAFIQ, Mohammad. Medical Education in N.W.F.P. --- Khyber Mail (Peshawar) August 6, 1975.

The provincial and federal governments have made budgetary provisions and drawn up annual development program for establishing a medical college in the North West Frontier Province. But the proposed location of this institution in the sparsely populated Mansehra Valley holds no prospects of success for the medical college.

Medical instituions have very important purposes to serve. They have to provide specialized medical services and facilities to a large number of people and for this purpose they have to maintain a constant flow of experienced teachers and students who are the prospective doctors. The neighborhood of Mansehra Valley presents a deserted look during the servere winter months. This is bound to affect the turn out of the instituion. Hazara is a better place for a medical college, but it should be close to well populated towns of Abbotabad or Haripur proper. So far as Medical University is concerned, Peshawar unquestionably qualifies for it.

54. SHAH, Syed Sher. Medikal Kalijon Mein Talebat Ka Kota (Quota for Female Students in Medical Colleges) --- Hurriyat (Karachi) July 13, 1975 (U).

The committee instituted for admission to medical colleges of Sind had decided in principle that 40 per cent seats in these colleges would be reserved for the female students. Unfortunately, this principle was not put into practice in the case of Karachi. The number of female students who have been admitted to medical colleges is short of the quota by 52 in the province.

First divisioner female students were assured more than once that the government would strictly follow this decision, but no plan or method has so far been announced. It is reported that 49 seats are still vacant in Nawabshah Medical College. It is unfortunate that despite availability of accommodation, the female students are being denied admission.

PHILOSOPHY OF EDUCATION

55. ASGHAR, Malik Mohammed. Allama Iqbal Aur Nizam-e-Ta'aleem (Allama Iqbal and Education System) --- In: Qaumi Ta'aleem 1974-1975, 82-84. Karachi, Government College of Education 1975 (U).

Allama Iqbal, a great philosopher and poet of the East, was fully aware of the reasons of the downfall of the Muslims. He showed the Muslims of the subcontinent how they could regain their lost glories. In his opinion education is the only way to progress. However, he was of the opinion that the prevalent system of British education in the subcontinent lacked Islamic spirit, and that after such education the Muslims were being distracted from Islam.

Iqbal advocated Islamic system of education. According to him the role of education is the training of the youth for brighter future. He laid great emphasis on the role of the teacher, who inspires the youth and guides them in the light of true Islamic teachings.

56. HAIDER, Syed Aale. Falsafae Ta'aleem Ka Mafhoom (Meaning of Philosophy of Education) --- In: Qaumi Ta'aleem 1974-75, 49-53. Karachi, Government College of Education. 1975 (U).

Philosophy actually means to search for truth. The philosophy of education is the search of truth in the field of education. The meaning of education is also briefly explained as that which enables an individual to live a better life in society.

The scope and importance of the philosophy of education are discussed. It is pointed out that a knowledge of this subject is a must for the teacher. He is supposed to know what he is going to teach to his students. The authenticity of the imparted material is the basis of correct education. The aims of education cannot be determined without correlating it with the philosophy of education.

57. ISMAIL, Mohammed. Aflatoon Ka Falsafae Ta'aleem (Plato's Philosophy of Education) --- In: Qaumi Ta'aleem 1974-75, 54-56. Karachi, Government College of Education. 1975 (U).

Plato holds that the system of education should be in the hand of the state. A state-controlled education will create the spirit of sacrfice and make the citizens fully conscious of their duties. Education plays a very important role in making exemplary citizens.

Plato divided education into three periods; first, up to the age of seven at home; second, school education up to the age of eighteen; third, higher education which includes education of practical subjects like agriculture, trade, etc. For healthy and brilliant students the span of higher education is quite long. The important features of each stage are briefly mentioned.

58. JAHAN, Qamar. Imam Ghazali --- In: Qaumi Ta'aleem 1974-75, 90-92. Karachi, Government College of Education. 1975 (U).

Like Rousseau, Imam Ghazali also tried to train an imaginary child and presented a comprehensive education scheme for this training. In his view, a child must be given the basic religious education by its parents at home, because parents are the first teachers. In his education scheme religious education is as important as wordly education.

The main purpose of education is character building. A child should learn to differentiate between good and bad. Once he learns this, he will succeed in life. Imam Ghazali gave due importance to the education of women. He emphasized that women should be educated to become good wives and good mothers. Salient features of Imam Ghazali's education scheme are briefly presented.

59. KHOKHAR, Fida Husain. Imam Ghazali - Aik Moallim (Imam Ghazali - A Teacher) --- In: Laoh-o-Qalam 1973-74, 23-29. Karachi, Jamia Millia Government Teachers College Malir. 1974 (U).

According to Imam Ghazali, it is a sin for the teachers and the parents to neglect the moral training of the child. It is the early training which prepares the citizen of the future. A child is a sacred trust with the teachers and parents, and

any neglect on their part at this stage is unforgivable. Imam Ghazali has produced a complete set of ideals for the early training of the child right from the cradle. His treatment of the child is based on certain principles of psychology. He defines the responsibilities of the teachers and enjoins them to treat students like their own children.

The teaching methods, as propounded by Imam Ghazali, are mentioned briefly. The contents of education are also briefly discussed.

60. SULTANA, Razia. Rousseau Kay Ta'aleemi Nazriyaat (Educational Ideas of Rouesseau) --- In: Qaumi Ta'aleem 1974-75, 57-60. Karachi, Government College of Education. 1975 (U).

Rousseau is one of those great educational philosophers who have revolutionized educational thinking. His famous book "Emile" is representative of his educational ideas. Rousseau is the founder of the philosophy of naturalism in education, and the influence of this philosophy brought about far-reaching changes in the pattern of education. Rousseau established the importance of the child in the scheme of education. He totally discarded the old concept of subject-oriented education which had nothing to do with the personality of the child.

The salient features of the educational philosophy of Rousseau are briefly mentioned.

PROFESSIONAL EDUCATION

61. AHMAD, Akhlaq. Educational Rethinking --- Dawn (Karachi) September 29, 1975.

Once the road to higher education is blocked, the need for diversifying secondary education increases tremendously. A vast network of technical and vocational institutes imparting instruction in various trades and specialities will have to be established. Institutions granting certificates and diplomas equipping the receivers with functional and supervisory ability must come up in large numbers. Skilled technicians and craftsmen having the benefit of proper schooling will be far better equipped to handle machines and material than

semi-literates. There is also need for developing programs for on-the-job training in industrial units.

In the rural areas, comprehensive secondary schools can offer courses in agriculture, horticulture, seric lture, poultry-raising, and cattel-breeding, carpentry, building construction and several other heads.

62. Commercial Institutions --- Sun (Karachi) July 20, 1975.

In the first meeting of the Services Rules Committee somebody is said to have scored out "M.A. Islamiat" from the qualifications column for reasons best known to himself. This is very lamentable, unjust and uncalled for. When "Islamiat's is a compulsory subject in the curriculum and syllabi of the Commercial Training Institutes. There is no reason why it should be excluded from the qualifications quota.

It is unreasonable to allow a third class M.A. in English, or Urdu, or Economics to occupy the seat of a Principal under department quota system, and bar a first class or second class M.A. in Islamiat from the departmental promotion.

63. HANIF, M. The Vocational Component --- Dawn (Karachi) August 11, 1975.

Vocational subjects for Arts students should not be such as require advanced knowledge of mathematics and physical and biological sciences. The vocational component should include such subjects as Criminology, Security Methods, Taxation Practices, Store-keeping, General Supervisor's Practice, Transport Management, Land and Revenue Administration, etc.

Intermediate Science curriculum should include vocational subjects such as Electrical Supervisor's Practice, Surveying, Draughtsmanship, Auto Repair and Servicing, Computer Programing, Sanitation and Health, Optician's Practice, Medical Detailman's Practice, etc. Syllabi should be reviewed and reconstructed over regular intervals so that their effectiveness is maintained and inadequacies are removed. Islamic History should include elements of World History just as the present course of General History includes the early Islamic period.

64. KHAN, Abdul Waheed. Tadrees-e-Komars (Commerce Education) --- In: Qaumi Ta'aleem 1974-75, 154-156. Karachi, Government College of Education. 1975 (U).

Trade is one of those professions which developed with civilization. The need of trade and commerce is a basic need not only for today, but for all time. Literally, commerce means exchange of things between people. However, as the term goes, it came to include all the allied activities which make this exchange possible and convenient. In view of its importance to human society, educationists have included it in the secondary school curriculum. In Pakistan the subject of commerce was included in 1962 in the syllabus of secondary schools as an optional subject. The contents of commerce education as taught in our schools are briefly mentioned. It is emphasized that all education should be so imparted as to help achieve the predetermined aims and objectives. The aims of teaching commerce are discussed under the headings: 1) individual aims; 2) social aims; and 3) educational aims.

PSYCHOLOGY

65. HAQ, Fayza. Youth and Decisions --- Morning News (Karachi) August 18, 1975.

In Pakistan there is hardly any aptitude test, and if a student likes to go in for statics, dynamics, or psychology because it would insure him high marks, the elders too often come out with their own priorities. Our children have thus developed a habit of waiting for their parents to decide everything for them. The youth brought up in such environment can take no decision on their own and can occupy no position of importance in higher ranks of management or administration. So let us not cramp the youth's nature and personality in this way. We should rather let him take a stumble or two before standing on his feet firmly.

66. RIZVI, Amna Roohi. Bachchon Mein Jazbae Khud Numai (Spirit of Self-Display in Children) --- In: Qaumi Ta'aleem 1974-75, 74-76. Karachi, Government College of Education. 1975 (U).

A nation's development depends on its moral values. The main reason of immorality and evil deeds in human society is the

spirit of self-display. Of course, this spirit has both constructive and destructive sides. When a child does good deeds, he expects appreciation from others. If, somehow, he does not receive the expected praise, he naturally falls into bad habits. The destructive aspect of self-display is evident in the field of wealth, beauty and fashion. These things are not bad in themselves, but an excess of this instinct produces bad results. Many of the moral evils are born of this excess.

Teachers should see to it that children are encouraged when their self-display is constructive. Some guidelines are presented for the proper upbringing of children.

67. TAHIRA, Nasim. Shakhsiyat Ki Nashonuma Per Asarandaz Honey Waley Awamil (Factors Affecting the Personality Development) --- In: Qaumi Ta'aleem 1974-75, 66-69. Karachi, Government College of Education. 1975 (U).

Heridity and environment are the two main factors that influence the development of human personality. Two persons having same herdity but different environment cannot have the same personality. The reverse is equally, true. Almost all psychologist agree that physical features, intelligence, and similar qualities are inherited by a child. However, heredity alone does not make the personality of the man. Environment does act on personality and its development.

It is not wrong to say that heredity and environment are interdependent in the matter of the formation of personality. Personality depends on how hereditary inclination accept the environment.

SCIENCE EDUCATION

68. HASAN, Mohammed Iftikhar. Maqasid-e-Tadrees-e-Sains (Aims of Science Teaching) --- In: Qaumi Ta'aleem 1974-75, 141-144. Karachi, Government College of Education 1975 (U).

The importance of science cannot be overemphasized. It has penetrated into every phase of human life. In the modern world science has worked miracles. Today no country can dream

progress without the aid of science.

The study of science teaches us to believe not in myth but in fact. Science rests on reality. It has no place for doubt or guess. Scientific attitude in life helps us understand the realities of things. Besides bringing material gains, the education of science brings about our mental and spiritual development. The writer mentions the economic advantages of the education of science both for the individual and the country.

TEACHER EDUCATION

69. HUSAIN, Ali. Teachers' Training --- Dawn (Karachi) September 22, 1975.

The reported proposal to discontinue the afternoon shift in the next academic session of the Government College of Education, Karachi, bespeaks a happy position. Before 1972, when a crash training program was launched, out of the 6,455 secondary teachers, 3,813 were untrained. In 1975, only 500 remained to be trained.

Although there seems to be no longer any need to continue extraordinary arrangements like the running of an extra shift, it is estimated that the pace is not good enough to satisfy the projected requirements. The present capacity of the Teachers' training institutes is about 4,000 which will have to be stepped up to 6,000 per year to take care of the enhanced enrolments in classes VI to VIII and to make possible the upgrading of 1,783 primary schools.

70. HUSAIN, Anwar. B.Ed. Training for Men --- Khyber Mail (Peshawar) July 13, 1975.

The demand for trained teachers is increasing with the rapid expansion of education. However, there is need to provide special facilities to meet this demand. The Peshawar University has taken the right step in this direction so far as female teachers are concerned. Girls holding B.A. or B.Sc. degrees are allowed to take B.Ed., examination after completing nine months' service as school teachers. But it is inexplicable that male teachers holding B.A., or B.Sc. degrees are denied

this facility. At present, one holding even an M.A. or M.Sc. degree has to pass the C.T. examination and then complete three years' service as a school teacher before he is allowed to appear in the B.Ed. examination. This involves unnecessary waste of four years and a lot of avoidable expenditure of male candidates most of whom belong to poor families.

TEACHING METHODS AND MEDIA

71. GHANI, Mian A. Educational Films --- Dawn (Karachi) July 7, 1975.

The value of the use of audio-visual aids in learning has been proved beyond doubt. Research has indicated that over 90 per cent of all learning is acquired through the eye and the ear, and of this nearly 85 per cent is gained by seeing. Some three years ago, the Government exempted the import of educational and instructional films from import duty. Recently, such films have also been exampted from sales tax, However, the procedures for importing educational and training films continues to be cumbersome, time-consuming, and self-defeating.

An applicant is required to go to various ministreries and offices to obtain a certificate to the effect that the film required is an educational and instructional film. This task is not an easy one and it really becomes very difficult to complete all the formalities and import educational films.

72. KHALID (Begum) Anis. Montessori Tariqae Ta'aleem (Montessori Education System) --- In: Laoh-O-Qalam 1973-74, 30-35. Karachi, Jamia Millia Government Teachers College, Malir. 1974 (U).

Not much has been written on Montessori system in Urdu language. This is an attempt to give a correct appreciation of the Montessori method of education. The method is based on the personal experiences of Madam Montessori and deals with the training of the senses. The method also takes into full account the individual capabilities and instincts of the child.

The Montessori method is discussed in some detail under headings: 1) independence and autonomy; 2) training of senses; 3) training

of muscles and body; 4) development of child; 5) respect for individuality; and 6) education of self.

73. NIGHAT, Aisha. Tadrees Kay Taqazey (Demands of Teaching) --- In:Loah-o-Qalam 1973-74, 52-55. Karachi, Jamia Millia Government Teachers College, Malir. 1974 (U).

Learning is done both formally and informally. Informally in society which include family environment and the people around. Formal learning is acquired in schools with the help of teachers. The methods of formal learning change with the time, inasmuch as they represent the demands and needs of the time. There was a time when the purpose of education was to impart some bits of knowledge about different subjects. Today the purpose is the overall development of the personality of the child. The emphasis now is on the type of education that enables the child to use all his faculties properly.

There is a brief discussion as to how we can achieve this aim in the present educational setup, and what changes are required in the present methodology of education.

74. TONSVI, M.A. Urdu Sey Bair Kiun? (Why Enemity with Urdu?) --- Nawai Waqt (Lahore) July 31, 1975 (U).

Even twentyeight years after the establishment of Pakistan, the Government has not given Urdu, the national language of the country, its due place as the official language. Urdu has, of course, been recognized as the official language in three provinces of the country, but the Central Government has yet to make its mind to do so.

It is said that Urdu has no technical terminology, such as for medicine, philosophy, politics, etc. The fact is that equivalent terms in all such terminologies already exist in this language. Moreover, students in many institutions are being taught these subjects in Urdu. It is high time the Government took a decision to remove this anomaly.

TECHNICAL EDUCATION

75. MEER, Mohammad Sajid. Shoba-e-Fanni Ta'aleem Mein Doamali. (Double Standard in the Department of Technical Education) --- Nawai Waqt (Lahore) July 17, 1975 (U).

In view of the urgency and importance of technical education in the country, a Polytechnic institution was established in Karachi in 1956 under the management of the Federal Government. Soon afterward, another institution was established in Rawalpindi and a third in Lahore. These institutions are, of course, doing good service by producing highly skilled technicians to meet the requirements of the country. As against this, the teachers of these institutions, who have been working hard to produce skilled technicians are themselves denied just treatment by the authorities. Their scales of pay is far lower than that of the teachers of other colleges. Their pay scales should be brought at par with those of the teachers of other colleges.

TEXTBOOKS

76. HASAN, Ahmad. Textbooks --- Dawn (Karachi) August 8, 1975.

About 30 per cent of the textbooks are unavailable in the market on August 1, when schools re-pened after the summer vacation. Such delays encourage perfunctoriness in the writing, compilation, and production of textbooks and impairs the quality of both the contents and production.

As it is, the textbooks used in our schools leave much to be desired. Quite a few books prescribed for study are poor in the quality of instruction they offer, and their presentation of the subject and diction are sub-standard. Although the new Education Policy, emphasizes the relevance of contents to the requirements of actual life, many of the textbooks lack this welcome conceptual change. The purpose of the new policy will be defeated if this state of affairs is allowed to continue. Moreover, the books are generally badly produced, in terms of paper, printing, illustration and binding. The production of textbooks is a matter that should not be taken lightly.

77. JAHANGIR, Mohammad. Pushto Books Not Available --- Khyber Mail (Peshawar) July 4, 1975.

The students who take Pushto as their elective subject in the B.A. examination are finding it impossible to buy the textbooks in the market. As a direct result of this non-availability of books, the Pushto students are sure to do badly in the examinations for no fault of theirs. The Peshawar University authorities and the Pushto Academy are, therefore, requested to make immediate arrangements for the publication of these books and make them available to the students in time for the examination.

WOMEN'S EDUCATION

78. QURESHI, Nighat Yamin. Ta'aleem-e-Niswan Ki Ahmiyat (Importance of Female Education) --- In: Qaumi Ta'aleem 1974-75, 32-33. Karachi, Government College of Education. 1975 (U).

In the struggle for life both man and woman have an important part to play. They are like the two wheels of a cart. It is, therefore, imperative that both men and women should acquire education that would enable them to play their respective roles in the world. Educational opportunities should be available to women as they are available to men. In Islam, education is necessary both for men and women.

We know that a child's first training place is the lap of his mother. If the mother is educated, her child will have better opportunities of learning. However, education does not mean undue liberty. Education teaches discrimination between right and wrong and enlightens the mind.

GENERAL

79. DOGAR, Rafiq. Nae Ta'aleemi Masa'il (New Educational Problems) --- Nawai Waqt (Lahore) August 29, 1975 (U).

It is the common man who suffers most while trying to educate his sons and daughters. To begin with, he is too poor to send all his wards to educational institutions. Then he comes up against the problems of admission and purchase of text books. Even if he succeeds in overcoming

these difficulties, he finds that all is not over. Textbooks are usually unavailable in the market and appear late in the season. Frequent changes of textbooks add to the difficulties of both, the student and his parents. Last but not least, the present system of education is purposeless and unproductive. Even the teachers do not know what they are teaching. Thus, we are spending vast sums of money and preparing an army of educated unemployed.

80. HAQQANI, Husain. Ta'aleemi Masail Per Talaba Ka Nuqta-i-Nazar (Students' Point of View on Educational Problems) --- Jang (Karachi) July 27, 1975 (U).

The standard of education has been falling for the last few years, and unrest and dissatisfaction are growing among the teachers and the students. The use of unfair means in examinations is on the increase. The problems would not have multiplied, if the teachers, the students, and the government had made a joint effort to solve them.

After the nationalization of educational instituions, the responsibility for the improvement of the standard of education has come to be equally shared by the teachers, the students and the government. The difficulty is that the government does not seem to realize the importance of teachers and students in the formulation of educational policy. It is, therefore, imperative that all the three should sit together and formulate an agreed policy.

81. MASHHADI, Ahmad Farooq. Digrean Aur Rozgar (Degrees and Employment) --- Nawai Waqt (Lahore) September 21, 1975 (U).

There are four reasons of the deterioration in the educational standard in this country: 1) the politicians, 2) the teachers, 3) the students and 4) the parents. The politicians have dragged the student community into practical politics, with the result that a big majority of students has lost interest in books and learning. The parents are fully aware of the activities of their wards, but have no courage to stop them from this vain pursuit. The teachers are busy in their private tuitions and do not like to waste their time in trying to wean the students from politics. With a little care and diligence, it should not be impossible for

the parents and teachers to divert the attention of their wards to education and sober persuits.

82. NAQVI, Ali Raza Shah. Ta'alemi Pasti Kay Asbab (Causes of Educational Deterioration) --- Hurriyat (Karachi) July 29, 1975 (U).

The causes of the deterioration in educational institutions are:

1) The system of examinations. Formerly, any student who failed to put it less than 60% attendance in a year was not allowed to sit for the examination. But now, even without attending the institution a single day, the students are allowed to appear in the examinations of the Boards and the Universities. Moreover, anyone who failed in any of the compulsory subjects had to sit for all subjects in the next examination. Now, the supplementary examinations have changed the situation.

2) Educational qualifications of a teacher. Previously, only a qualified person was appointed to a job in the teaching department. Now, anyone can become a teacher.

3) Nationalization of educational institutions. The responsibility for the low standard of education in the nationalized institutions lies not only on the teachers but also on the officials of Education Department.

Suggestions: 1) Supplementary examinations should be immediately discontinued. 2) Semester system should be abolished. 3) School students should be examined after every six months. 4) Uniform syllabi should be introduced for schools, colleges and universities throughout the country. 5) The work of printing textbooks should be transferred to private institutions. 6) Teachers should be appointed only on the basis of merit.

TEACHERS (Special Section)

83. AHMAD, Zahoor. Ad-hoc Lecturers --- Khyber Mail (Peshawar) August 27, 1975.

The phenomenon of 'Ad-hoc lecturers' has almost taken the dimension of an institution. Formerly, the selection of

lecturers was made by the Public Service Commissions. But as the Commissions' selections were inordinately delayed, Federal and Provincial governments began to appoint lecturers on ad-hoc basis for six months or till such time when the selectees of Public Service Commissions became available. Thus it was that lecturers came to be yoked to temporary service for indefinite period.

This practice should be given up and the powers of selection should be transferred from the Public Service Commissions to other agencies to be exercised according to a comprehensive, pragmatic, and effective system of selection. The government is, therefore, requested to constitute Education Selection Boards comprising veteran educationists, with the powers to deal with appointments, selections, promotions of teachers and other matters relating to education.

84. ALI, Ajmal. Walled Teachers --- Khyber Mail (Peshawar) July 7, 1975.

The point at issue is that as at present the prospects for a teacher normally come to a dead-stop at the stage of the headmaster. He cannot set his sights higher than that. Limited opportunities also inhibit facilities, and thus the teachers have to knock around in a world of their own.

All the top jobs in the educational system are, in practice if not specifically, denied to school teachers and headmasters. The Director of Education, the Chairman of Intermediate Board, the Chairman of the Textbook Board, and much of the top strata must come from the lecturer's cader. With a new directorate soon to be set up at Peshawar for centrally-run schools, the argument has acquired extra piquancy. The two directorates running side by side will be full of problems whose rigours could be somewhat softened by the induction of experienced men for running the directorate, the sort of men who know how to get along with the rest.

85. BABAR, Nasim. A Justification of the Teacher's Case --- Pakistan Times (Lahore) July 20, 1975.

The importance of education in a developing country like Pakistan cannot be underestimated. A better educated youth can be expected to emerge only if the best available talent is harnessed to impart instruction in our colleges and universities.

At present, the cream of our educated youth rushed to join engineering and medical colleges. Monetary consideration rather than genuine love for their profession is the motivating force in this case. Lecturership as a career, is reserved for those unluckly few who have failed to find entry into the Federal Superior Services.

86. BHATTI, Ameer Zaman. Moallim Ki Khusisiyaat (Qualities of a Teacher) --- In: Qaumi Ta'aleem 1974-75, 103-106. Karachi, Government College of Education 1975 (U).

It is the teacher alone who shows the way to clear and logical thought and thus directly contributes to the making of a civilized society. He is the real architect of society and deserves the highest place in it.

The qualities of a good teacher include: 1) command over the subject; 2) knowledge of methodology of teaching; 3) flexibility in thinking; 4) effective personality; 5) preparation of lessons; 6) teacher as a guide; 7) knowledge of students' likes and propensities, 8) knowledge of students' activities; 9) high moral character; 10) love and kindness for students; 11) effective methods of teaching; and 12) ability to create thirst for knowledge in students.

87. CHAUHAN, A. Inamullah. College Teachers --- Sun (Karachi) August 27, 1975.

The Government of Pakistan has nationalized all privately managed Colleges of the Punjab and Sind from September 1, 1972 and teachers of these institutions shall automatically become Government servants from that day. On August 1, 1975, the Education Department of the Government of Punjab promoted 304 lecturers of the nationalized colleges to Grade 18 (Assistant Professor's Grade) from the date of nationalization on the basis of their total length of pre-nationalized scattered service. Nationalized college teachers, who joined these institutions in 1965 or earlier, have been promoted as assistant professors from September 1972. It means that they got promotion on the basis of seven and a half years service they had put in in privately managed colleges.

Similarly, on July 9, 1975 the Education Department of the Government of Punjab released a promotion list of 166 teachers

who have been promoted as assistant professors. Majority of these teachers had been promoted from March 3, 1975, in spite of the fact that they had more than 16 years continuous and regular Government service to their credit at the time of their promotion. Lady teachers working since 1957 are anxiously waiting for the promotion. The cases of promotion of lady teachers are still pending with the Education Department. Such anomalies should be removed as early as possible.

88. CHODHURY, Hedayatullah Khan. Asateza Ki Mahroomi (Deprivation of Teachers) --- Hurriyat (Karachi) August 23, 1975 (U).

There is no denying the fact that the present government fully realizes the importance of education. But it is also a fact that the teachers belonging to nationalized colleges have gained nothing either by way of facilities or seniority. This has created a sense of deprivation among them.

This is not the case in Britain and the United States. If a teacher in these countries leaves one educational institution and joins another, he is given better grade in consideration of his experience and length of service. Our government should rationalize its policy in the matter of experience and seniority.

89. KHAN, Abdul Ghafoor. Yeh Ghamkhwar Merey (My Sympethisers) --- In: Laoh-O-Qalam 1973-74, 42-47. Karachi, Jamia Millia Government Teachers College Malir. 1974 (U).

The writer is a teacher in the teachers' training college, and the present article deals with his personal experiences in his career. It is explained how a teacher should deal with the students who are committed to his care and guidance. The proper upbringing of the children is the responsibility of the teacher, and this responsibility demands much from the teacher. A teacher should always have an eye to the good of his students. It is pointed out that punishment is not a good policy. It amounts to acceptance of defeat by the teacher.

Mention is made of the role of government in the field of education, and it is suggested that equal opportunities for acquring standard education should be available to one and all including the children from poor families.

90. KHAN, Mohammad Ayub. Moujuda Daor Mein Asateza Ki Zimmedariyan (Teachers' Responsibilities in the Present Age) --- In: Qaumi Ta'aleem 1974-75, 37-38. Karachi, Government College of Education. 1975 (U).

In our society a teacher is regarded as the builder of the nation. As such, he enjoys high status and respect along with reasonable material comforts. It is the duty of every teacher to serve his nation with devotion and courage and fulfil the role that is expected of a builder of nation.

To fulfil his responsibilities a teacher should possess the qualities of high character and a deep sense of duty. He should be well versed in the teachings of Islam and should impart his knowledge of Islamic teachings to his students. A good teacher does not confine his teaching barely to a subject or two. He develops high moral values in his students and builds their character.

91. KHAN, Raja Aurangzeb. Instructors of Physical Education Aur Unka Grade (Instructors of Physical Education and Their Grade) --- Hurriyat (Karachi) July 20, 1975 (U).

Under the new educational policy, the teachers of physical education in colleges and schools have been given the status equal to that of other teachers. But, while an ordinary lecturer of a college has been awarded Grade No. 17, the physical instructor who works with him has to be content with Grade No. 16. This discrimination negates the spirit of the new educational policy, as it amount to sheer injustice to a particular category of teachers.

In addition to other jobs relating to sports, these instructors also teach physical education as an optional subject. So they deserve Grade No. 17. The government should also introduce post-graduate classes for physical education in all universities of the country.

92. LATEEF, Rehana. Asateza Kay Faraiz (Duties of Teachers) --- Jang (Karachi) July 7, 1975 (U).

It has to be admitted that the basic cause for the deterioration of education is the negligence of the teachers. The performance of teachers, particularly of those working in the

nationalized schools, is very poor. The result is that both the students and their parents are dissatisfied with the present standard of education. Most of the teachers avoid going to the laboratories for teaching physics and chemistry on the plea that laboratories lack equipment and aparatus.

The teachers should give up taking shelter under excuses and should apply themselves to their duties with devotion and honesty. They should, for example, realize that theirs is a profession that carries the greatest responsibilities. Secondly, they should develop a noble and lovable personality that would inspire respect and obedience among their wards. Thirdly, they should instil the belief into the minds of their pupils that the aim of education is not to obtain degrees and diplomas but to develop ones character and personality.

93. NASHTARABADI, Shahab. Hamarey Asateza (Our Teachers) --- Nawai Waqt (Lahore) September 17, 1975 (U).

It is true that the students do not respect their teachers in our society. But none other than the teachers themselves is to be blamed for this. They force their students for private tuition and if anyone refusing to do so, suffers for his refusal. Thus, it is quite natural for the students to react violently against such teachers. It is also a fact that majority of students who engage teachers for private tuition remain as poor in studies as ever, but they get through the examinations. This only shows that the responsibility of the high percentage of failures lies with the teachers.

94. QURESHI, Khushmuma. Islam Mein Moallim Ka Maqam (Teacher's Role in Islam) --- In: Qaumi Ta'aleem 1974-75, 99-102. Karachi, Government College of Education. 1975 (U).

A teacher has a very high place in Islam. The Holy Prophet himself was a teacher deputed by God. The responsibility of a teacher is to guide students and mould their habits in accordance with the Islamic teachings.

The Holy Quran says that God elevates those who have faith and gives them knowledge. This knowledge cannot be acquired without the help of the teacher. There are numerous sayings of the Prophet emphasizing the importance of the teacher. It

is the teacher who is the real builder of a nation. However, lofty the syllabus and contents of teaching may be 'y themselves, it is the teacher who imparts them to men and women and shows how to put them into practice. The various attributes and roles of teachers are presented.

95. RAHI, Bashir Akhtar. Asateza Ki Tankhahon Mein Tafawut (Disparity in Teachers' Salaries) --- Nawai Waqt (Lahore) July 31, 1975 (U).

There was a time when the headmaster used to get higher salary than that of a college lecturer because the former had greater responsibilities to shoulder. Now the Government has allowed scale No. 17 with five advance increments for the lecturers, but have conveniently forgotten the headmasters. This policy has naturally created a sense of frustration among the teachers.

It is true that a headmaster of a secondary school has more responsibility to shoulder than a lecturer does. He not only attends to his professional duty of teacher, but also runs the administration, which is not a simple job. The pay scale of a headmaster should at least be brought at par with that of the lecturer.

96. RANA, Mohammad Aslam. Teachers' Pay Scales --- Sun (Karachi) July 22, 1975.

Glaring injustice is being done to the post-graduates who are working in school caders. They include B.Scs. second divisioners, M.As., and M.Eds. It may be noted that under the scales revised in 1970, which were in no way better than the present ones, a senior English teacher in the school cader was given second class status. But those scales were not enforced.

Now, however, the government should see to it that this depressed and neglected class of teachers gets the status it deserves. Analogous to the promotion of demonstrators as lecturers, graduates possessing second division M.Sc. degree should be promoted to these posts. Even headmasters of high schools are promoted as lecturers on the basis of seniority. A quota of 40-50 per cent may be fixed for such promotions from school caders.

97. WAHEED, Abdul. Asateza Ki Bºqadri Kiyun? (Why Disrespect to Teachers?) --- Nawai Waqt (Lahore) July 30, 1975 (U).

On the one hand we have deprived the teachers of their rights, while on the other hand we expect them to serve the nation selflessly. It would be a service to the cause of education to accord respectable pay and position to the teachers, because respect for education means respect for educators. The Education Department is almost empty of men of intelligence and strong character. Education has, in fact, became a third rate service, which is now manned by literates who cannot find entry in any other department.

The low salaries fixed for teachers adversely affected the mental and moral powers of the teachers. The following measures are suggested for improving the lot of teachers as well as raising the standard of education: 1) Education should be planned on correct lines, and b) teachers should be given reasonable pay and status in society.

98. WASEEM, S.M. Lecturers' Pay --- Dawn (Karachi) July 20, 1975.

College teachers wish to express their deep gratitude to the Government for extending to them the benefits of the national pay-scales and the recent awarding of five advance increments to them. The Sind Government Gazette is rather ambiguous in respect of the provisions for the fixation of pay of the existing lecturers and Headmasters. The Government stands committed to pay one increment to all the Lecturers. It is to be added to the minimum of the national pay-scale allowed to them. All present Lecturers are, therefore, entitled to a minimum of Rs.550, provided they were appointed on or after March 1972. Justice and equity demand that there should be no discrimination between the teachers of nationalized and Government caders in the matter of application of the rules for the fixation of pay.

99. WASEEM, S.M. Teachers' Job --- Dawn (Karachi) July 3, 1975.

The University and College teachers wish to record their appreciation of the Government's genuine interest in the affairs of the teaching community and the efforts it is making to accord an honorable place to them in society. Sometimes

harsh criticism has been leveled against them for making unreasonable demands for better wages and living conditions. At the same time, however, the critics have never failed to pity them for being resigned to a life of genteel poverty.

It is often forgotten that teachers have a peculiar job. Their work does not consist in merely stuffing a lot of facts into their pupils' minds that are half formed and full of blank spaces and vague notions. The odds against him are great, but it is sublime pleasure of helping to create a well developed human being that gives them the 'grace, grit, and guts' to get along with their difficult task.

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